

# Strategic Improvement Plan 2021-2025

## Revesby South Public School 4016



# School vision and context

## School vision statement

Revesby South Public School strives to create the conditions for students and staff to flourish in a rapidly changing world by harnessing our character strengths to make a positive difference, and through the provision of a high quality education.

## School context

Revesby South Public School (enrolment 323 students, including 45% from a non-English speaking background, south-western Sydney) is a dynamic learning community focused on creating the conditions for students to flourish.

There is a current focus on embedding evidence-based teaching across all curriculum areas, complemented by the scientific implementation of wellbeing programs based on positive psychology. These wellbeing programs aim for students and staff to achieve optimal functioning through learning, living, teaching and embedding positive emotions, creating the conditions for engagement, nurturing positive relationships, identifying a sense of meaning and purpose in life and being successful in achieving our goals.

The school is staffed by a dedicated team of tertiary educated expert and experienced teachers that have a culture of improvement and a strong collegial approach to ongoing professional development. Parental involvement is highly valued and plays a vital role in supporting school programs and improving educational outcomes for all students.

The school provides specialist support for a number of students with additional learning needs who are being integrated into the school. This enriches the lives of all students. Specialist curriculum programs include MultiLit and MiniLit. Other initiatives include Life Skills (Financial Literacy & Enterprise Education Program), Gardening Club, Public Speaking, various Positive Education Programs such as Rock and Water, Peer Support, Student Representative Council, Chess Club, representative sport (PSSA), Bedazzled (whole-school performing arts festival), Dance Troupe and Choir.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. These are 'Student growth and attainment', 'Flourishing wellbeing' and 'High impact teachers'. This plan was developed in consultation with the whole school community. It is important to note that this improvement plan builds upon the work undertaken in the previous school planning cycle around quality implementation of explicit teaching and using assessment data to differentiate the curriculum.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student growth and attainment, the school will enhance and use data to inform practice and explicit teaching strategies while implementing evidence-based literacy and numeracy programs.

## Improvement measures

### Improvement of outcomes in Literacy and Numeracy

Achieve by year: 2025

Internal measures indicate improvement of outcomes in Literacy and Numeracy.

### Reading growth

Achieve by year: 2023

Uplift in the number of students achieving a value-added score greater than 0.5 (equates to more than 12 months growth) in PAT Reading.

### Numeracy growth

Achieve by year: 2023

Uplift in the number of students achieving a value-added score greater than 0.5 (equates to more than 12 months growth) in PAT Maths.

## Initiatives

### Using Data to Inform Practice

The school will use data to check and understand where their students are in their learning and to plan what to do next. Teachers will understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and the best ways to adjust their practice to drive improvement for all students in their class.

### Explicit Teaching Strategies

The school will embed explicit teaching strategies where teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do and how to do it. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

## Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts.

All teachers analyse, interpret and extrapolate data. Teachers use data collaboratively to inform planning, identify interventions and modify teaching practice.

Student learning goals are informed by analysis of internal and external achievement data.

All teachers clearly understand, develop and apply a full range of assessment strategies.

All school staff collaborate with the school community to use student progress and achievement data to implement plans for continuous improvement.

A whole school approach ensures evidence-based teaching methods optimise learning progress.

Teachers routinely review learning with each student.

Classrooms and other learning environments are well managed with a consistent school wide approach.

## Evaluation plan for this strategic direction

**Question:** To what extent have we maximised student growth and attainment, through using data to inform practice in literacy and numeracy programs?

To what extent have we maximised student growth and attainment, through quality explicit teaching strategies?

**Data:** NAPLAN, Best Start, PAT Assessments, SCOUT, internal school data

**Analysis:** Term evaluation of activities, collaborative review of data, executive analysis, feedback to the staff and community.

**Implications:** From the analysis, the school will be able to formulate future directions.

## Strategic Direction 2: Flourishing wellbeing

### Purpose

The school will use the science of wellbeing to explicitly and implicitly teach students and staff strategies that supports and enables them to flourish. Engaged students who are connected attend school regularly.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Uplift of 2.7% in student wellbeing in Tell Them From Me survey data.

#### Attendance (>90%)

Achieve by year: 2023

Uplift of 4.4% of students attending school greater than 90% of the time.

Achieve by year: 2025

Internal measures indicate improvement in engagement, perseverance, optimism, connectedness and happiness.

### Initiatives

#### Positive Education

Flourishing students, staff and the community will build on their character strengths, develop positive emotions, create conditions for engagement, nurture relationships, build a sense of purpose and achieve personal and academic goals. This direction is underpinned by the scientific study of Positive Psychology and focuses on the conditions and processes for optimal human functioning.

#### Physical Wellbeing

Students, staff and the community will build on their physical wellbeing by learning about and making healthy lifestyle choices regarding exercise, diet and sleep.

### Success criteria for this strategic direction

The school is organised so that all students have opportunities to meet with an identified staff member who can provide advice, support and assistance.

The school has implemented evidence-based change to whole school practices.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

There is evidence of positive, respectful relationships among students and staff.

### Evaluation plan for this strategic direction

**Question:** To what extent has the school improved wellbeing, by implementing various interventions?

To what extent has the school maximised student engagement, sense of belonging and positive relationships?

**Data:** TTFM, EPOCH Surveys, SCOUT, internal school data

**Analysis:** Term evaluation of activities, collaborative review of data

**Implications:** From the analysis, the school will be able to formulate future directions.

## Strategic Direction 3: High impact teachers

### Purpose

In order to maximise teacher impact on student outcomes, the school will ensure effective feedback strategies, consistent and high-quality forms of assessment and maintain high expectations. Teachers will have a shared belief, understanding, responsibility and accountability for student learning.

### Improvement measures

#### Improvement in high expectations

Achieve by year: 2025

Internal measures indicate improvement in high expectations implemented across K-6.

#### Improvement in effective feedback strategies

Achieve by year: 2025

Internal measures indicate improvement in effective feedback strategies across K-6.

#### Improvement in quality assessment practices

Achieve by year: 2025

Internal measures indicate improvement in quality assessment practices across K-6.

### Initiatives

#### High Expectations

When teachers hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning. In the classroom, teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

#### Effective Feedback

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection.

#### Quality Assessment

Student assessment refers to the variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. These include formal examinations, standardised tests, class tests, work samples and analysis of student portfolios, as well as the informal questions, teacher judgements, and observations that occur in classrooms. It is only through effective assessment that teachers can know if learning is taking place.

### Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction

Teachers analyse student progress and achievement data and respond to trends at individual, class, stage and whole school levels

The school will improve systematic and reliable information for data wall, tracking sheet to chart improvement over time. Teachers will improve processes to moderate assessments for consistency and evidence-based judgement.

There will be a whole school approach to developing lesson plans that are responsive to student needs.

The school will effectively implement Curiosity and Powerful Learning theories of action and What Works Best strategies to optimise progress for all students.

Teachers will improve their professional knowledge, reflect on their own practice, observe demonstration lessons, provide peer feedback and participate in coaching conversations centred around teaching practice.

The leadership team will establish a professional learning community which focuses on improvement of teaching and learning.

### Evaluation plan for this strategic direction

**Question:** To what extent have we demonstrated high impact teaching, through high expectations of student learning?

To what extent have we demonstrated high impact teaching through effective feedback strategies and quality assessment?

**Data:** Walk-throughs, assessment samples, consistency in judgement meetings

**Analysis:** Term evaluation of activities, collaborative

## Strategic Direction 3: High impact teachers

### Evaluation plan for this strategic direction

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review of data, executive analysis, feedback to the staff and community.

**Implications:** From the analysis, the school will be able to formulate future directions.